



Kaitaia Primary School

Attendance Management Plan

Reviewed: 4.02.2026

1. Introduction: Our Commitment to Attendance

At Kaitaia Primary School (KPS), we believe that regular attendance is fundamental to student success, wellbeing, and the development of strong learning relationships. Every day at school provides our tamariki with opportunities to learn, grow, and connect with their peers and kaiako. Our commitment to attendance is deeply rooted in our MANAWA values and the principles of Te Tiriti o Waitangi, ensuring a holistic and culturally responsive approach.

This plan outlines our strategies and procedures for promoting, monitoring, and responding to student attendance, ensuring every child has the best chance to thrive.

2. Our MANAWA Values: Guiding Our Approach

Our MANAWA values are the heart of our school and underpin every aspect of this Attendance Management Plan. They guide how we interact with our students, whānau, and community, ensuring our approach is always caring, supportive, and relationship-focused.

Manaakitanga: Caring, hospitality, generosity, mutual respect. We treat everyone with dignity and create a welcoming environment.

Aroha: Love, compassion, empathy. We approach challenges with understanding and a genuine desire to support.

Ngāwari: Kindness, gentleness, flexibility. We are adaptable and responsive to the unique needs of our students and whānau.

Awahi: Support, embrace, assist. We actively support students and whānau to overcome barriers to attendance.

Whanaungatanga: Relationships, connection, a sense of belonging. We foster strong, positive relationships as the foundation for engagement and learning.

Akona: Learning (at school, at home and in EOTC experiences). We recognise that our student's learning can take place in many different environments.

These values are intrinsically linked to Te Tiriti principles of partnership, participation, and protection, ensuring our attendance strategies are equitable and uphold the mana of all our learners.

3. Promoting Regular Attendance: A Proactive Approach

Prevention is always better than cure. KPS actively promotes regular attendance through a positive school culture and clear communication.

- **Positive School Culture:** Creating a safe, inclusive, and engaging learning environment where students feel valued and excited to attend. This includes our Mana Potential

Programme, which focuses on strengths-based approaches to student wellbeing and engagement.

- **Clear Communication:** Regularly communicating the importance of attendance to students and whānau through newsletters, school assemblies, and parent meetings.
- **Celebrating Attendance:** Acknowledging and celebrating excellent and improved attendance through class recognition, awards, and positive reinforcement.
- **Curriculum of Care:** Our holistic approach to student wellbeing ensures that students' physical, emotional, social, and spiritual needs are met, reducing potential barriers to attendance.

4. Monitoring and Responding to Absences: Tiered Support

KPS employs a tiered approach to monitoring and responding to student absences, moving from universal support to targeted and intensive interventions as needed. This aligns with the Ministry of Education's emphasis on proactive, early intervention.

4.1. Daily Monitoring and Initial Response (Tier 1: Universal)

- **Daily Roll Calls:** Teachers mark rolls accurately at the start of both morning and afternoon sessions.
- **Unexplained Absences:** If a student is absent without explanation by [e.g., 9:30 AM], the school office will contact whānau via text or phone call to ascertain the reason.
- **Recording Absences:** All absences are recorded accurately in the school's Student Management System (SMS) with appropriate codes (e.g., justified, unjustified, medical, cultural, truancy).

4.2. Early Intervention and Support (Tier 2: Targeted)

This tier focuses on identifying and supporting students at risk of developing chronic non-attendance *before* it becomes a significant issue. This is where our Mana Potential Programme truly shines.

Action Point: Explicit Triggers and Actions for Early Intervention

We will clearly define the triggers for early intervention and the specific actions taken at this stage:

- **Triggers:**
 - 3 consecutive unexplained absences.
 - 5% cumulative absence rate within a term (e.g., 2-3 days in a 6-week period).
 - Pattern of recurring absences (e.g., every Friday, Mondays).
 - Whānau expressing concerns about attendance.

- **Specific Actions:**

- ****Whānau Check-in:**** A personal phone call from the classroom teacher or a designated staff member (e.g., Mana Potential Lead) to discuss the absences, express concern, and offer support.
- ****Student Voice:**** A confidential check-in with the student to understand any school-based barriers or concerns.
- ****Information Sharing:**** Provide whānau with information on the importance of regular attendance and school support services.
- ****Mana Potential Engagement:**** If underlying wellbeing issues are suspected, the Mana Potential Lead will initiate a strengths-based conversation with the student and whānau to identify needs and potential solutions.

4.3. Intensive Support and Partnership (Tier 3: Intensive)

For students with persistent or escalating attendance issues, KPS implements more intensive support, always in partnership with whānau.

Action Point: Greater Emphasis on Whānau Engagement and Partnership

Our approach at this stage focuses on co-creating solutions with whānau, recognising their expertise and unique circumstances:

- **Whānau Hui/Meeting:** A meeting involving whānau, the principal/deputy principal, classroom teacher, and Mana Potential Lead to discuss concerns, identify barriers, and collaboratively develop an Attendance Improvement Plan (AIP).
- ****Co-creation of AIP:**** The AIP will be developed with significant input from whānau, outlining specific strategies, responsibilities, and agreed-upon goals. This may include:
 - Setting achievable attendance targets.
 - Identifying and addressing specific barriers (e.g., transport, health, social issues).
 - Connecting whānau with external support agencies (e.g., health services, social workers, truancy services).
 - Regular check-ins and progress monitoring.
- **Restorative Conversations:** Utilising restorative practices to understand the impact of non-attendance and rebuild connections.

4.4. Addressing Barriers to Attendance

We understand that non-attendance is often a symptom of underlying issues. Our plan explicitly details how KPS identifies and addresses the root causes of non-attendance.

Action Point: Focus on the "Why" – Addressing Barriers

Our process for identifying and addressing barriers includes:

- ****Identification:****

- ****Student Voice:**** Regular check-ins and opportunities for students to express concerns (e.g., through class circles, Mana Potential sessions).
- ****Whānau Interviews:**** Open and non-judgmental conversations with whānau to understand home circumstances, health issues, or other challenges.
- ****Staff Observations:**** Teachers and support staff noting changes in student behaviour, social interactions, or academic engagement.
- ****Support Mechanisms:****
 - ****Internal Support:**** Utilising our school counsellor, Mana Potential Lead, learning support staff, and pastoral care team.
 - ****External Agencies:**** Referring to and collaborating with external agencies such as:
 - Public Health Nurses
 - Child and Adolescent Mental Health Services (CAMHS)
 - Oranga Tamariki
 - Local community support groups
 - Resource Teachers: Learning and Behaviour (RTLb)
 - Attendance Service (if required, as a last resort).
 - ****Practical Support:**** Offering assistance with transport, school uniform, or access to food where possible and appropriate.

5. Roles and Responsibilities

- **Board of Trustees:** Responsible for approving the Attendance Management Plan and ensuring its implementation.
- **Principal:** Oversees the overall implementation of the plan, liaises with external agencies, and ensures staff are supported.
- **Deputy Principal/Attendance Coordinator:** Manages daily attendance monitoring, leads early intervention, and coordinates communication with whānau.
- **Classroom Teachers:** Mark rolls accurately, monitor student attendance, communicate initial concerns to whānau and the Attendance Coordinator, and implement classroom strategies to promote engagement.
- **Mana Potential Lead:** Provides strengths-based support for student wellbeing, identifies and addresses underlying barriers to attendance, and facilitates whānau engagement.
- **School Office Staff:** Process daily absences, contact whānau for unexplained absences, and maintain accurate attendance records.

- **Whānau:** Responsible for ensuring their child attends school regularly and on time, communicating reasons for absence promptly, and partnering with the school to address any attendance concerns.

6. Data Management and Reporting

Accurate data is crucial for understanding attendance patterns and the effectiveness of our strategies.

Action Point: Clearer Definitions of Absence Types and Reporting

We will ensure consistent and accurate coding of absences in our SMS, aligning with MOE guidelines. This includes:

- ****Justified Absences:**** Illness (medical certificate/whānau explanation), bereavement, cultural events (with prior notification), approved school activities.
- ****Unjustified Absences:**** Truancy, unexplained absences, holidays taken during term time without prior approval.
- ****Reporting:**** Regular reporting to the Board of Trustees on attendance data, trends, and the effectiveness of interventions. Data will also be used to inform school-wide planning and resource allocation.

7. Review and Evaluation Cycle

This Attendance Management Plan is a living document, subject to ongoing review and refinement.

Action Point: Regular Review and Evaluation

- **Annual Review:** The plan will be formally reviewed annually by the Principal, Deputy Principal, and Board of Trustees.
- **Data-Driven Evaluation:** Review will be informed by attendance data, feedback from whānau, students, and staff, and the latest MOE guidance.
- **Key Metrics for Effectiveness:**
 - Reduction in chronic absence rates (students attending less than 90%).
 - Increase in overall school attendance percentage.
 - Improved attendance for targeted groups of students.
 - Positive feedback from whānau regarding support received.
- **Adaptation:** Strategies will be adapted and refined based on the findings of the review to ensure the plan remains effective and responsive to the needs of our KPS community.

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This plan is guided by our MANAWA values and commitment to Te Tiriti o Waitangi.